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ABSTRACT

The first half of this report describes the International Educational and Cultural Exchange Program and the organizations which administer it. These include the Board of Foreign Scholarships, the U.S. Department of State, and the U.S. Office of Education. It divides the arrangements for teaching abroad into three types--interchange positions (Canada and the United Kingdom), interchange positions (other countries), and one-way assignments--and outlines the terms of the awards--transportation, maintenance allowance, accompanying dependents, supplemental dollar grants, and taxation of awards. It also details eligibility requirements. The second half of the report lists by country grants available for 1971-72 teaching positions and for short-term seminars abroad. The last two pages list some other programs in international studies and institutions involved in this field. (RT)

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"... RIDERS
ON THE
EARTH
TOGETHER ..."

opportunities abroad for teachers 1971-72

- TEACHING
- SHORT-TERM SEMINARS

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THE COVER -- Earth against the void of space as photographed by the crew of Apollo 8 symbolizes the global nature of international studies The phrase "riders on the earth together" was used by President Richard M. Nixon in his Inaugural Address in a quotation from Archibald MacLeish.

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OPPORTUNITIES ABROAD FOR TEACHERS: 1971-72

Teaching - Short-term Seminars

AUTHORIZED BY

Public Law 87-256, the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act); and Public Law 83-480, the Agricultural Trade Development and Assistance Act of 1954, section 104 (b)(2) and (3).

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INTRODUCTION

Opportunities are available under the International Educational and Cultural Exchange Program for qualified American teachers either to teach for an academic year in elementary and secondary schools abroad or to attend summer seminars abroad. With the cooperation of American schools, teachers from other countries may teach for an academic year in the United States under the same program.

This bulletin describes the U.S. Government grants to be offered to American teachers for participation in the program during 1971-72. Application for the grants described in the body of this brochure should be made through the Institute of International Studies, U.S. Office of Education.

THE INTERNATIONAL EDUCATIONAL AND CULTURAL EXCHANGE PROGRAM

Legislative authority and purpose

The educational and cultural exchange program is authorized by the Mutual Educational and Cultural Exchange Act of 1961, the Fulbright-Hays Act (Public Law 87-256). The program's purpose is to increase mutual understanding between the people of the United States and those in other countries by means of educational and cultural exchange. The U.S. Government grants offered under this program are subject to the availability of funds appropriated annually to the Department of State.

The Board of Foreign Scholarships

The Board of Foreign Scholarships provides general supervision and guidance to the program and makes the final selection of all grantees. Appointed by the President, the Board is composed of 12 prominent citizens active in educational and cultural affairs. A secretariat for the Board of Foreign Scholarships is provided by the Department of State.

The Department of State

The Bureau of Educational and Cultural Affairs of the Department of State has general responsibility for the educational and cultural exchange program authorized by the Fulbright-Hays Act. To help administer the program abroad, binational educational commissions or foundations have been established in countries where governments have signed executive agreements with the United States. In other countries, the Embassy of the United States assumes this responsibility.

Within the United States the Department of State has designated three agencies to help administer the educational exchange program. These agencies and the types of grants for which they are responsible are listed on the inside back cover.

The Office of Education

The Institute of International Studies in the U.S. Office of Education helps administer the educational exchange program for teachers. It publishes an annual announcement of opportunities and conducts the open competition for the grants to be awarded. The Institute reviews applications, arranges exchanges between American and foreign teachers, and recommends American candidates to the Department of State and the Board of Foreign Scholarships for grants to teach or to attend summer seminars abroad.

It also obtains positions in American schools for teachers from other countries who have been recommended for travel grants by the various binational educational commissions or foundations.

Regional interviewing committees make a preliminary screening of applicants. These committees, numbering some 500 educators nationwide, conduct personal interviews with applicants in their respective areas. The National Advisory Committee for the Exchange of Teachers, composed of representatives of 17 national organizations interested in international educational exchange, also assists the Institute.

TYPES OF ARRANGEMENTS FOR TEACHING ABROAD

There are three types of arrangements for teaching abroad. Arrangements I and II provide for an interchange (direct exchange) between an American teacher and a foreign teacher. Arrangement III provides for one-way placement of American teachers abroad. In arrangements for teaching interchanges, foreign teachers will be recommended by the bi-national educational commission or foundation in their own countries. American school officials will be asked to review and approve the qualifications of foreign teachers who are proposed in exchange for their teachers.

Arrangement I: Interchange Positions -- Canada and the United Kingdom

The American teacher secures a leave of absence with pay while abroad. The school granting the leave must be willing to accept a foreign teacher in exchange. The foreign teacher also secures a leave of absence with pay. In short, each teacher is paid his or her regular salary by his or her home school system. Teachers going to Canada and the United Kingdom are responsible for the full cost of their transportation.

Arrangement II: Interchange Positions -- Other Countries

The American teacher secures a leave of absence without pay. The school must be willing to accept a foreign teacher in exchange and to pay the foreign teacher a salary based upon the individual's training and experience in accordance with the local salary schedule. Both teachers receive a grant to cover the cost of their round trip transportation. While overseas the American teacher receives a maintenance allowance in the currency of the host country.

This arrangement has been made with the following countries:

Austria*	Germany*
Belgium/ Luxembourg*	New Zealand
Denmark*	Switzerland*

Arrangement III: One-way assignments abroad

No exchange of positions with a foreign teacher is involved in one-way assignments. The American teacher secures a leave of absence without pay. While abroad he or she receives a maintenance allowance in lieu of salary in the currency of the host country. Round trip transportation is provided. This arrangement has been made with the following countries:

Australia	Greece
Austria*	Indonesia
Belgium/ Luxembourg*	Iran
Burundi	Laos
Cambodia	Mali
Cyprus	Netherlands
Denmark*	Sweden
Finland	Switzerland*
Germany*	Turkey
	Vietnam

One-way positions may become available in other countries, particularly for teachers of English as a second or foreign language.

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* Both interchange and one-way grants.

TERMS OF AWARD

Transportation

For teaching

With the exception of Canada and the United Kingdom, grants to teach abroad provide full round trip transportation for the grantee between his permanent residence in the United States and his destination in the host country. NO TRANSPORTATION IS PROVIDED FOR DEPENDENTS. Teachers interested in taking their families should investigate the cost of transportation for their dependents before applying.

For seminars

Grants for attendance at seminars provide round trip transportation between the grantee's permanent residence in the United States and his destination in the host country.

Maintenance allowance

For teaching

The maintenance allowance is based on the cost of living within the host country and should be sufficient to cover actual living expenses for the grantee and his dependents while they are abroad. Maintenance is paid in the currency of the host country. The amount received while abroad is a uniform sum which does not vary with the size of the grantee's salary in the United States.

For seminars

Grantees participating in seminars in Germany and Italy are responsible for their own maintenance expenses. Maintenance is provided for seminars in India.

Accompanying dependents

For teaching

In countries where a maintenance allowance is provided, the allowance is adjusted according to the number of dependents accompanying the grantee overseas. Accompanying dependents may include the wife, husband (if incapable of self-support), unmarried children under 21 years of age (or any age if incapable of self-support), or the grantee's mother or father (if incapable of self-support).

For seminars

Grantees participating in seminars must agree that neither dependents, relatives, nor friends will accompany them or join them while the seminar is in progress.

Supplemental dollar grants

Subject to appropriations available to the Department of State, supplemental dollar grants ranging from $800 to $2,500 may be awarded to teachers going to certain countries.

Taxation of awards

Awards received for teaching abroad, whether paid in foreign currency or in dollars, are subject to U.S. income tax. Information regarding the tax provisions applicable to awards may be obtained from the Office of International Operations, Internal Revenue Service, Washington,.D.C. 20225.

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APPLICATIONS

Eligibility requirements

Elementary and secondary school teachers, college instructors, and assistant professors are eligible to participate in the teacher exchange program. (Associate professors and full professors are not eligible.) Applicants must have at least a bachelor's degree and must be United States citizens at the time of application.

Applicants for teaching positions abroad must have 3 years of successful full-time teaching experience, preferably in the subject field and at the level of the position for which application is made. Application may be made during the third year of teaching.

Applicants for summer seminars abroad must have 2 years of successful full-time teaching experience and must be currently teaching or appropriately professionally employed in the field covered by the seminar for which they apply. Application may be made during the second year of teaching.

Suitable evidence of good health and emotional maturity and stability is required. Applicants may be required to have a physical examination at their own expense.

Facility in the language of the host country is a prerequisite for some grants and an asset for all.

Other factors affecting eligibility

Other considerations being equal, veterans and persons under 50 years of age will be given preference.

Teachers who have previously received a grant under the program may apply for a second grant to a different country. However, in order that a greater number of teachers may participate, preference will usually be given to candidates who have not had a previous grant.

Candidates who have previously received a seminar grant are eligible for a teaching grant to the same country.

A husband and wife may both apply for grants. However, because of the limited number of positions available, it is not often possible to arrange suitable assignments in the same locality.

Application deadline

Applications for grants to teach abroad during the 1971-72 academic year and to attend seminars overseas during the summer of 1971 should be made before November 1, 1970. Applications received after November 1 will be considered only for grants for which additional candidates are needed. Applications should be sent to:

Teacher Exchange Section
Division of International Exchange and Training
Institute of International Studies
Office of Education
U.S. Department of Health,
Education, and Welfare
Washington, D.C. 20202

Notification of awards

All applicants will be notified of the final action taken on their applications by the Board of Foreign Scholarships. Applicants for summer seminars and for one-way assignments abroad may expect to be notified in March and April. Applicants for interchange assignments, which require approval of school authorities in the United States and in the other country, may expect to be notified in April or May. No grant should be considered official until a letter of award is received.

Applicants who are not selected for grants should not expect an explanation, as it is not the policy of the Board of Foreign Scholarships to give reasons for the selection or nonselection of individual candidates.

Reapplication

Candidates who are not selected for a grant may reapply in a subsequent year. A request for renewal forms should be made during the regular application period.

GRANTS FOR 1971-72 TEACHING POSITIONS

Australia
Austria
Belgium/
Luxembourg
Burundi
Cambodia
Canada
Cyprus
Denmark
Finland
Germany
Greece
Indonesia
Iran
Laos
Mali
Netherlands
New Zealand
Sweden
Switzerland
Turkey
United Kingdom
Vietnam

Australia: III*---Elementary, secondary school and junior college subjects

American teachers will be placed in public schools administered by the six Australian State education departments or in independent schools to teach during the Australian academic year, February to December. Teachers must secure a leave of absence without salary for the period January 1972 to January 1973 and be prepared to depart for Australia in January 1972. They will take up their duties at the beginning of the first term and serve until mid-December 1972, with two short vacation periods at the close of the first and second terms. The long vacation is taken over the Australian summer months, December to February.

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* See pages 4 - 5, "Types of Arrangements for Teaching Abroad."

Austria: II or III---English language and literature

Four American teachers will be placed in secondary schools in Austria to teach English language and literature. They must be prepared to assist in workshops for Austrian teachers of English and be capable of discussing economic, political, and cultural life in the United States. A good knowledge of German is essential. Preference will be given to teachers whose schools will accept a teacher from Austria to teach German, physical education, or other subjects.

Belgium/Luxembourg: II or III---English language and literature; study or research in methods of teaching foreign languages

Two American teachers will be assigned to schools in Belgium or Luxembourg to supplement the work of the local teachers of English language and literature. A teacher with experience in teaching English to adults would be especially welcome.

Burundi: III---Teaching of English as a foreign language

One American secondary school teacher of English as a foreign language will be placed at the Ecole Normale Supérieure in Bujumbura. Teachers applying for this position should have speaking knowledge of French.

Cambodia: III---English as a foreign language

A number of grants may be awarded to American teachers to teach English as a foreign language in the national secondary schools of Cambodia. Fluency in French is essential.

Canada: I---Elementary and secondary subjects

Most exchanges between American and Canadian teachers in the past have been made at the elementary school level. Instruction is in English. Teaching conditions, such as the opening and closing dates of schools, teaching load, and teaching facilities are similar to those in the United States.

Cyprus: III---English as a foreign language

Two American teachers of English as a foreign language will be assigned to the Ministry of Education and Turkish Office of Education; one at the Foreign Languages Institute and the other in one of the Turkish secondary schools. Both teachers must be qualified to assist in raising the level of English instruction in secondary schools and to help introduce modern concepts of language teaching. Teachers of English who have a degree of competence and an interest in sports and other youth activities in addition to their academic qualifications will be especially welcome.

Denmark: II or III---American literature

One American teacher will be assigned to teach American literature in both a Danish secondary school and a teacher training college. A knowledge of Danish is not required, but it would be helpful.

Finland: III---Teacher training for teachers of English

A teacher of English will direct a special teacher training project proposed by the Central Board of Schools. The purpose is to organize 3- to 5-week evening courses in English pronunciation, teaching techniques, and to conduct discussion sessions for elementary school teachers of English. Much of the work will be in small towns in eastern and northern Finland. A single person or a couple with no dependents who can adapt to travel and a variety of situations might be best suited for the project.

Germany, Federal Republic of: II and III---English language and literature; history; elementary grades 1 - 6

American teachers will be placed in secondary schools of the Federal Republic of Germany to teach English language and literature, history, mathematics, chemistry, or physics. Although classes are conducted in English, a good knowledge of German is essential. Teachers should be prepared to speak on American life, culture, and education to various local clubs and civic groups. Preference will be given to teachers whose schools will accept a teacher from Germany. The German teachers are usually qualified to teach German, other foreign languages, history, or physical education.

Two American elementary school teachers will be assigned on a one-way basis to the John F. Kennedy School in Berlin. This is a bilingual elementary school which was formerly the German-American Community School and is not part of the Berlin public school system. Fluency in German is essential.

Greece: III---English as a foreign language; English language and literature; methods of teaching English as a foreign language

American teachers will be assigned to the University of Athens, the University of Thessalonika, and to American-related secondary schools in Greece. They will teach English as a foreign language or English language and literature. They should have training and experience in linguistics and in teaching English as a foreign language. Two of these teachers should be qualified to teach courses in the methodology of language teaching, including the supervision of practice teaching.

The teachers assigned to the American-related schools should have specialized training in teaching English as a foreign language in order to assist in revising curriculums and developing program materials for classroom and language laboratory use. For the other positions, preference will be given to candidates with such training.

Orientation will be given in Greece in September. Schools open in October.

Indonesia: III---Elementary subjects; English as a foreign language

It is expected that grants will be available to American elementary school teachers to teach in the International School at Djakarta. The curriculum is the usual American elementary school curriculum, and the language of instruction is English. Because of a housing shortage in Djakarta, it may be necessary to give preference to husband-wife teams who have no dependents and where the wife could be available for employment with the local International School. Teachers should be available by the middle of July.

Several grants may be available for teaching English as a foreign language in teacher training institutions in the provinces. Applicants must have a minimum of 2 years of experience in this field. Preference will be given to single men.

Iran: III---Science and mathematics

The American teacher will be assigned to the Ministry of Education and, if qualified, encouraged to organize and direct countrywide traveling workshops on modern methods of science teaching for inservice training of secondary school science teachers.

Japan (Research grant)

A research grant is available with $800 per month basic stipend for an American secondary school teacher of Japanese to spend 10 months in Japan affiliated with a professional institute performing research on the teaching of Japanese as a foreign language.

Laos: III---English as a foreign language

A number of grants may be awarded to American teachers to teach English as a foreign language in the national secondary schools of Laos. The positions will be in the capital city of Vientiane or in one of the provincial towns. A good knowledge of French is required.

Mali: III---Teaching of English as a foreign language

A secondary school teacher of English as a foreign language will be placed at the Higher Teacher's Training College, Bamako. Fluency in French is required. The teacher should be able to teach classes in literature as well as English grammar and conversation.

Netherlands: III---History and American literature

One American teacher of history and American literature will be placed in a secondary school.

New Zealand: II---Elementary and secondary subjects

American teachers will be placed in New Zealand public schools and will assume the classroom responsibilities of the New Zealand teachers they replace.

Special arrangements have been made to permit the American teachers to take up their duties at the beginning of the final term of the New Zealand school year. Elementary schools open the first week of September, and secondary schools the second week. Teachers will serve until the following August, with vacation periods of approximately 6 weeks beginning in mid-December and 2 weeks in May.

Sweden: III---English language and American literature

One American teacher will be assigned to a teachers training college as an English language assistant in a district to be selected in cooperation with the National Board of Education. He or she will be expected to visit schools in the district to give classroom lectures on American literature and institutions and to advise teachers on English language problems. Because extensive traveling is necessary, preference will be given to unmarried candidates. The Board will be responsible for the grantee's salary and travel expenses within Sweden, while the binational commission will provide round trip travel and an incidentals allowance. Language assistants currently receive a basic salary of approximately $7,200 per annum, tax-free in Sweden for the first 2 years for invited teachers.

Switzerland: II and III---11th and 12th grade and college-level subjects

Some positions for teachers of 11th and 12th grade subjects and for instructors and assistant professors from junior or community colleges may be available for teaching in the upper grades of college preparatory schools in Switzerland.

Teachers of English and American literature, preferably with a knowledge of French or German are eligible for consideration. Teachers of the sciences, music, and physical education who are fluent in French or German and can instruct in those languages are invited to submit applications.

Teachers will receive salaries paid in Swiss francs by Swiss schools. Successful candidates will be expected to pay their own travel costs.

American school authorities should be willing to accept a Swiss teacher on an interchange basis and pay a dollar salary in accordance with the local salary schedule.

Turkey: III---Teachers of science

Three American secondary school chemistry teachers will be placed in Turkish secondary schools.

United Kingdom: I---All subject fields in kindergarten through junior college; some subject fields in teacher education institutions

Interchanges with teachers from the United Kingdom are made in all subject fields and at all levels from kindergarten through junior college. It is usually an extensive program involving approximately 75 exchange positions.

At the secondary level, interchanges may be arranged in any of the subjects normally taught in an American high school. Most of the interchanges are in English, mathematics, science, and social studies, particularly economics, geography, and world or European history. It is often possible, however, to arrange interchanges in other fields, such as art, business education, home economics, industrial arts, Latin, music, physical education, special education, and a combination of French and German.

At teacher-education institutions, opportunities may be available in geography, mathematics, infant and nursery-school education, physical education, and other subject fields. There may also be opportunities in colleges of further education and technical colleges for teachers of mathematics, science, art, industrial arts, mechanical engineering, hotel and food service management, personnel management, and industrial relations.

Most schools open in September and close in late July. Teachers will be placed in all sections of England, Wales, Scotland, and Northern Ireland and will be responsible for a full-time teaching assignment. They will be expected to participate in community activities, speak before local groups on life in the United States, and assume extra-curricular duties.

In some areas, suitable housing for grantees with several dependents may not be available. In those areas, interchange can be arranged for teachers without accompanying dependents.

Vietnam: III---English as a foreign language

A number of grants may be awarded to American teachers to teach English as a foreign language in Vietnam. The possible assignments include the University of Saigon, Van Hanh University in Saigon, the University of Dalat, or the University of Cantho.

GRANTS FOR SEMINARS ABROAD

Summer seminar in Germany for teachers of the German language

Grants to attend a seminar in Germany during July and August will be awarded to American elementary and secondary school teachers, college instructors, and assistant professors of German.

The seminar will be conducted by the Goethe-Institut. The program will include 3 weeks in Munich with other foreign teachers of German for lectures and discussions on German language, literature, and culture: 3 weeks of study in language and literature at other Goethe-Institut training centers; a week of travel to various educational and cultural centers in Germany; and an educational visit to the city of Berlin.

Candidates must be teaching German currently. Preference will be given to teachers between the ages of 25 and 45 who have never studied in Germany. The grant will provide round trip transportation from the grantee's permanent residence and some travel within Germany in connection with the seminar program. Participants will be responsible for their own tuition fees and maintenance expenses, estimated at about $500. They are advised to bring additional funds to cover the cost of private travel, recreation, and sightseeing. Dependents, relatives, or friends may not accompany or join grantees for the duration of the seminar.

The Government of the Federal Republic of Germany may award 20 additional grants to attend this seminar. The requirements for these grants will be the same, except that preference may be given to candidates under 50 years of age.

Summer seminar in India for teachers of world, Middle Eastern, or Asian history

Subject to the availability of funds under Public Law 83-480, grants to attend an 8-week seminar in India during July and August will be awarded to American secondary school teachers of world, Middle Eastern, or Asian history. The seminar is designed to give American teachers a survey of Indian history, institutions, and culture, and firsthand experience in modern India to enrich their teaching.

The program is expected to include time for orientation in New Delhi, 5 weeks of study, 2 weeks of educational travel within India, and a 2-day terminal conference in Bombay.

Candidates should have a master's degree in history and must be currently teaching world, Middle Eastern, or Asian history. Preference will be given to teachers who have not had previous experience in Asia.

The grant will include the cost of tuition, round trip transportation from the grantee's permanent residence, and some travel within India in connection with the seminar program. A modest but adequate maintenance in Indian rupees will be available. In addition, grantees are advised to bring $200 to cover the costs of private travel and recreation. Dependents, relatives, or friends may not accompany or join grantees for the duration of the seminar.

Summer seminar in Italy for teachers of the classics

Contingent upon availability of funds from the Department of State, grants to attend a seminar in Italy during July and August will be awarded to American secondary school teachers, college instructors, and assistant professors of the classics.

The purpose of the seminar is to give American teachers a better understanding of the life, culture, and civilization of ancient Rome. The first phase of the program will consist of 6 weeks of study at the Summer Session in Classical Studies of the American Academy in Rome. There will be daily visits to sites, monuments, excavations, and museums in or near Rome, and weekly field trips to key places of interest outside Rome. Visits will be preceded by explanatory lectures. Teachers will be given an opportunity to work for the Academy certificate recommending 6 hours of credit in American graduate schools.

The second phase of the program will consist of a 10-day study period at the Vergilian Society Classical Summer School at Cumae with visits to the antiquities in and around Naples.

Candidates must be teaching Latin or Greek currently. Preference will be given those who have a master's degree in the classics and who have not previously studied in Italy. The grant will provide tuition fees, round trip transportation from the grantee's permanent residence, and transportation within Italy in connection with the seminar program. Participants will be responsible for their own living expenses, estimated to be about $700. They are advised to bring additional funds to cover the costs of private travel and recreation.

Summer seminar in Italy for teachers of the Italian language

Contingent upon availability of funds from the Department of State, grants covering travel and tuition will be awarded to American teachers of Italian in high schools and junior colleges to attend a 6-week seminar at the Facolta' di Magistero of the University of Rome. Preference may be given to teachers who have successfully participated in recent NDEA institutes in Italian.

The program will include language classes at three levels, discussion of teaching methods and materials, courses in modern Italian literature and history, a brief lecture series on art and contemporary affairs, and visits to places of cultural interest.

Participants should budget at least $600 for living expenses and necessary incidentals during the 6-week period.

SPECIAL SEMINAR FOR CURRICULUM SUPERVISORS AND DIRECTORS

Seminar in India for social studies supervisors and curriculum directors

Subject to the availability of funds under Public Law 83-480, grants will be available for supervisors or curriculum directors of elementary and/or secondary school history or social studies to participate in an 8-week seminar in Indian history, institutions, and culture in the fall of 1971. Preference will be given to curriculum supervisors from State departments of education and large school systems who have a master's degree in the field of social science, supervision, or curriculum development; have completed 5 years of experience as full-time administrators or supervisors; and are under 50 years of age.

The academic program will begin in New Delhi in October 1971 and will include a variety of educational materials such as books, films, and maps as well as formal classroom lectures and discussion. The topics will include the arts, geography, history, and social and economic life of India. The 6-week seminar will be followed by 2 weeks of educational travel to Bombay, Calcutta, and Madras. The costs of round trip transportation from the grantee's permanent address and tuition are included in the grant. A baggage allowance, a book and educational materials allowance of $150, and a maintenance allowance of

the equivalent of $500 in rupees will also be provided. Members of the group will be expected to travel together to India via Washington, D. C., where a 2-day orientation will be arranged by the Institute of International Studies. Dependents, relatives, or friends may not accompany or join grantees for the duration of the seminar.

Applications will be accepted until March 15, 1971. Selections and announcements of awards will be made before June 30, 1971.

TEACHERS FROM ABROAD AVAILABLE FOR TEACHING POSITIONS IN THE UNITED STATES

A number of well-qualified foreign teachers will probably be available for placement in U.S. schools for the 1971-72 school year if dollar salaries commensurate with qualifications and experience can be paid by American local school districts. This arrangement does not involve exchange of positions with American teachers. Positions will be for 1 year with possibility of renewal for 1 additional year.

Recommended by the binational educational commission or foundation in their own countries, teachers are expected from Australia, Austria, Belgium, Chile, Colombia, Denmark, Finland, France, Germany, India, Italy, Mexico, Netherlands, Norway, Peru, Spain, Sweden, and Uruguay.

Usually 25 to 50 years of age and with a good command of the English language, candidates include teachers of English, French, German, Italian, Latin, and Spanish, or combinations of these languages, art, mathematics, music, physical education, science, and world history. Schools with bilingual education for Spanish-speaking students will be particularly interested in hiring experienced elementary teachers from Spanish-speaking countries.

School officials interested in hiring a teacher from abroad may write to the following address and candidates will be proposed for consideration.

Teacher Exchange Section
Institute of International Studies
Office of Education
U.S. Department of Health,
Education, and Welfare
Washington, D.C. 20202

RELATED PROGRAMS IN INTERNATIONAL STUDIES

Mutual Educational and Cultural Exchange Act of 1961

Additional opportunities are available for teachers and prospective teachers of foreign language and area studies at various levels in the United States to engage in research and training projects abroad designed to promote and improve language and area studies instruction in U.S. schools, colleges, and universities. Some assistance is also available to help American educational institutions secure the services of foreign educational consultants to help in curriculum development and teacher training.

These activities, which are administered by the Division of Foreign Studies, Institute of International Studies, include the following:

Doctoral dissertation research - Fellowships for 6 to 12 months to enable doctoral candidates in modern foreign languages and area studies to conduct full-time dissertation research in the field. Because of lack of funds, no awards are available for use in most western European countries.

College and university faculty research - Fellowships of 3 to 12 months for research abroad designed to develop foreign language and area studies programs at American institutions of higher education and to enable key faculty members to remain current in their specialties. Qualifications include experience as a faculty member, U.S. citizenship, and appropriate recommendations by the employing institutions.

Group programs - Grants for summer, semester, or academic year group projects abroad designed to improve American foreign language and area studies programs. Awarded to universities, 4-year colleges, community and junior colleges (or consortia), State departments of education, and nonprofit educational organizations. Examples of supportable activities include research, inservice training, curriculum development, and instructional materials preparation or acquisition.

Foreign curriculum consultants - Grants to U.S. community and 4-year colleges, State departments of education, large school systems, and selected nonprofit educational organizations to provide partial support for educators from abroad who will spend 7 to 9 months in the United States helping develop or improve curriculums and teaching materials for foreign language and area studies programs.

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Educational projects abroad - Group and individual educational research and study projects like the above may receive financial assistance in countries where U.S.-owned local currencies are available for educational purposes. In 1971-72 local currencies may be available for educational projects in Guinea, India, Morocco, Pakistan, Poland, Tunisia, United Arab Republic, and Yugoslavia.

Information about these programs is available from:

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Institute of International Studies
Office of Education
U.S. Department of Health,
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